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ABSTRACT

This book describes the growing involvement of lawyers in America's public schools in the past half century. It discusses comparatively what leading educators and lawyers believe to be the most important law-driven school reforms and examines these reform efforts from the perspectives of law, education, research, and practice. It also considers how each reform effort evolved over time and considers ways in which lawyers, educators, scholars, and parents can promote future reform most effectively. Four of the seven chapters consider the lessons and prospects of key legal strategies that emerged in the wake of the Supreme Court's "Brown" decision in 1954. The chapters are as follows: (1) "Six Law-Driven School Reforms: Developments, Lessons, and Prospects" (Jay P. Heubert); (2) "Conservative Activists and the Rush toward Resegregation" (Gary Orfield); (3) "The Law's Role in the Distribution of Education: The Promises and Pitfalls of School Finance Litigation" (Molly S. McUsic); (4) "Cultural, Educational, and Legal Perspectives on Immigration: Implications for School Reform" (Marcelo Suarez-Orozco, Peter D. Roos, and Carola Suarez-Orozco); (5) "Special Education: From Legalism to Collaboration" (Thomas Hehir and Sue Gamm); (6) "Service Integration and Beyond: Implications for Lawyers and Their Training" (Martin Gerry); and (7) "School Reform and Enforceable Rights to Quality Education" (Paul Weckstein). The final section is "Afterword: Reform Law and Schools" (Martha Mirow). (Contains an index.) (RJM)

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